**SAE - Children's Illustration K&U 2015**

Here is the assessment rubric for this part of the project

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| --- | --- | --- | --- | --- | --- | --- |
|  | X 24 | Response goes well beyond expectations in conveying understanding | Response shows an complete understanding of the concepts | Response shows a partial understanding of the concepts | Response shows an emerging understanding of the concepts | Response not present or completely misses the mark |
| Observe | **Form** – your analysis of the form shows an **understanding** of the important expressive aspects of the **visual language** | 7 | 6 | 5 | 4 | 3 |
| Understand Art World | **Theme** – Your analysis of the theme shows insight into the meaning of the art | 7 | 6 | 5 | 4 | 3 |
| **Context** – your answer shows an insightful analysis of the context in which the art was made | 7 | 6 | 5 | 4 | 3 |
| Your synthesis makes a **reasoned argument** for how the elements in the artwork are integrated to help form meaning. | 7 | 6 | 5 | 4 | 3 |

If you give yourself a 7 for any question explain why your response **goes well beyond expectations**. *Remember I expect you to answer the questions effectively – so don’t just tell me that you did what I expect!!*

|  |  |
| --- | --- |
| Theme question |  |
| Form question |  |
| Context question |  |
| Synthesis question |  |

**Form**

Here we need to look closely to see what visual information is included and how the artist uses it. Read the article [The Power of Pictures](https://isbsae.wikispaces.com/Illustration).

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|  |  |
| Edward Koren | Kadir Nelson |
|  |  |
| Kayleen Black | Kim LaFave |

The article "the Power of Pictures" tells us illustrations are meant ...

* to delight
* to capture attention
* to tell a story
* to teach a concept
* to develop appreciation and awareness [of art] in children

**FORM** - Compare the four illustrations above based on the criteria in the table below. Make sure you describe how each achieves the effect suggested by each criteria. **Think about the things the**

**artists have included in their illustration and how they portray them.**

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| |  |  |  | | --- | --- | --- | |  | **What does the artist do to capture our attention?** | **What does the artist do to delight us?** | | **Koren** |  |  | | **Nelson** |  |  | | **Black** |  |  | | **LaFave** |  |  | |

**THEME** - In this step we need to see how the artist has arranged the visual elements to create an effect on the viewer.

 An argument could be made that each artist above is going for a different “emotional” effect even though each illustration is about humans and their pets. **Think about complex and subtle emotions (not just easy ones like "happy or sad").**

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| --- | --- | --- |
|  | **What complex and subtle emotional effects is the artist trying to evoke in the viewer in their particular illustration?** | **What does the artists do to get us to understand that feeling?** |
| **Koren** |  |  |
| **Nelson** |  |  |
| **Black** |  |  |
| **LaFave** |  |  |

**CONTEXT**-

In this article it states:

"The books with great illustrations can be read and enjoyed again and again. The books that are illustrated eh best will challenge the child's ability to see beyond the text and will encourage the child's honest response to the artwork. A child's young eyes will focus on the "happy surprises" that the gifted illustrator will include in the text."

Choose a children’s book (does not have to be from above) and choose your favorite illustration from it. Explain how the illustrator of the

illustration you chose and describe the “happy surprises” that you found. How did these “surprises” have an effect on you? ***Be sure you include a picture.***

paste pic here

**SYNTHESIS**

Here we need to decide it the what the artist does is interesting, significant and important in

helping us understand something about our human experience.

Again the article states:

Illustrations connect with us at a very human level, "enlarging our experience of life," as Canady suggests

Explain how the illustration you chose “enlarges our experience of life”.

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